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ABSTRACT

This book presents the graduate-student voice as authoritative and useful in the field of composition studies, based on statistics indicating that the majority of composition classes are staffed by graduate students. It contains 30 essays by graduate students that balance theoretical and practical issues as well as problematizing traditional and currently held pedagogical beliefs and definitions. Chapter 1, "Graduate Students Teach Writing," explicates authority issues regarding students as well as university hierarchies. Chapter 2, "Politicizing the Composition Classroom," addresses a rising trend linking the teaching of writing with social awareness and interrogation of culturally held belief systems. Chapter 3, "Creating a Safe Place," suggests that the classroom should be a place where students are free to explore their own beliefs at their own pace. Chapters 4 and 5, "What about Authority?" and "Asserting Non-Native Authority," address the debate surrounding authority in the classroom and investigate authority concerns affecting non-native teachers of English and non-native students. Chapter 6, "In Their Own Voice," considers the debate over the place of the personal within academic discourse and the freshman composition classroom. Chapter 7, "From Research to the Classroom," is a transitional chapter moving from theoretical concerns to hands-on classroom problems and solutions. Chapters 8, 9, and 10, "Responding to Student Papers," "Rethinkiing Mechanics," and "Grading," deal with responding to actual student work. (Contains approximately 160 references.) (EF)

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